**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Unit Title: Can the World be a Fair and Just Place?** | | **Corresponding Unit Task: 3**  **Day 1.2.3** |
| **Unit EQ(s):** | How do writers use informational texts to examine and convey topics and ideas? | |
| **Essential Vocabulary** | Point of view, compare and contrast, Civil Rights Movement, speaker, author’s purpose | |
| **Materials/Resources** | Letter checklist, letter rubric, children’s books to display letter examples | |
| **Activating Strategy/ Bell Ringer** | Students will write a letter to a friend in the classroom about their thoughts of sixth grade up to this point. | |
| **Balanced Literacy Components Addressed:**  X Reading  XWriting   * Word Study   X Speaking & Listening  **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Common Core State Standards:**  **RI.6.9-** Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person).  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **W.6.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.  **I Can Statements:**  **I can identify the parts of a letter.**  **I can express my thoughts and opinions about the Civil Rights movement in a friendly letter.**  **Instructional Plan:**  **Discuss:**  \*As a class students will brainstorm components of a letter while teacher records responses in front of class  \*Mini lesson on letter writing (http://www.lesn.appstate.edu/fryeem/RE4030/friendly\_letter\_minilesson.htm)  \*Teacher will display a letter model with all necessary parts  **Resources:**  \*Letter generator ( [http://www.readwritethink.org/files/resources/interactives /letter\_generator/](http://www.readwritethink.org/files/resources/interactives/letter_generator/))  -Dear Annie (Casley 1991)  -Letters from Mrs. Larue (Mark Teague)  -Frog and Toad are Friends: The Letter (Lobel 1970)  **Assignment:**  \*Students will write as an observer of one of the historical figures as they express their feelings and opinions about the events described in their speeches, texts, or poetry.  \*Students should cite specific details and evidence regarding the historical event.  \*Students should compare the historical figure’s speech to one of the other texts they did not choose, explaining how they appreciate the similarities and differences they noticed in the presentation of the events of the civil rights movement.   * Teachers may wish to ask students to consider the following as they write:   + What emotional response do you want to convey to the historical figure?   + What would you like to say to this person?   + What questions would you like to ask?   + Is your letter well written an organized?   \*Rubric attached on GEMS (Task 3 Unit 1 rubric)  **Partner Exchange**:  After students have written the initial letter, they will exchange letters with another student in the class who will write a response.  \*The responses should address each of the points from the first letter and be from the point of view of the person in which the letter is addressed. The writer should be sure that their response is in sync with what the historical figure would actually say.  \*Students should be sure to use grade-appropriate general academic and domain specific words and phrases in their letter. (They can refer back to vocabulary terms that were highlighted by the teacher in task 1).  \*This process could be used more than once to give the students an opportunity to review letters from different perspectives.  \*Teachers may want to discuss with students the idea how each of these historical figures may see the world as fair and just. How would they respond to the opening question? (Is the world a fair and just place?)  Differentiation/Additional resources:  \*Teachers may respond to students in small groups instead of partners  \*Provide several examples of historical events to activate thoughts  \*Provide a bank of similarities and differences for student to choose from | |
| **Closing/Summarizing Strategy** | Students will participate in peer responses to letters. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Compare/contrast a current political figure with civil rights leader in order to write a script for a conversation between the two | Provide student with a skeletal copy of what the letter should include  Speech to text may be utilized for written assignment  Preview questions with student allowing for think-aloud prior to writing  Letter component checklist | Assist student in writing their letters using the modified [letter template](Corresponding%20Perspectives%20-%20Task%203%20-%20Letter%20Format.docx).(Corresponding Perspectives- Task 3 on GEMS) |
| **Assessment(s)** | Final letter using rubric to score | | |
| **Reflection** |  | | |